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ABSTRACT

This report describes a mobile training program for directors of day care centers in which weekend workshops were conducted at 6 Michigan sites. Included in the report are descriptions of the three 2-day workshop sessions on Financial and Business Management, Personnel and Parents, and Child Development and Planning which formed the core of the program. These descriptions include the following information: (1) a list of educational objectives for day care center directors, (2) a list of content areas to be covered in the workshop, (3) the workshop schedule, (4) a sample list of instructors and participants, and (5) outlines of material covered in each presentation. Also described are details involved in the administration of the training program, including site and instructor selection; room, material, and food service arrangements; the development of a kit of materials for participants; and evaluation planning. Included in the appendices are a roster, an instructional staff record, checklists for pre-workshop planning, a sample agenda for a pre-workshop planning meeting, and a program brochure sent to prospective participants. (ED)

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MOBILE TRAINING FOR DIRECTORS OF DAY CARE CENTERS 1976-1978

Dissemination Report

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Pearl G. Axelrod

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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Introduction

From 1971 until 1975 a course in Preschool and Child Care Administration was offered annually by The University of Michigan, School of Education, in cooperation with the Extension Service. The students were, for the most part, practicing directors of day care centers and they came to the Ann Arbor campus for a whole-day session each week for five weeks. Pearl Axelrod coordinated the course.

Because of the distances involved, many directors of centers in Michigan were unable to participate in the course offered in Ann Arbor. As a result, the idea of a Mobile Training Project was developed, and six sites in Michigan were chosen as central areas in which to offer this training. All counties in Michigan, including Wayne (which includes Detroit where the series was presented twice) were served in this two year Project. This Project was made possible under a Section 426 training grant awarded by the U.S. Department of Health, Education, and Welfare, Social and Rehabilitation Services.

Three two-day workshops were offered at each site. Workshop I focused on Business Management and Finance; Workshop II on Personnel and Parents, and Workshop III on Child Development and Programming for a full-day. Sessions were held on Fridays and Saturdays with at least one weekend off between sessions in each area. (Because of scheduling so many sessions, at one point two sites were served on alternate weekends, which was hectic for Project Staff, but did allow time between for participants.) The Friday-Saturday pattern was chosen because busy Directors are unable to absent themselves from a center for many days in a row, especially in small centers where they also work with the children. Most people, however, would be unwilling to spend both Saturday and Sunday at a workshop. The Friday-Saturday format was seen as a compromise. We did find that attendance was always higher on Friday than Saturday, in some cases quite significantly. There were always a few people unable to come at all on Friday, while others were unable to come at all on Saturday.

A central theme or philosophy of the Project was delineated and repeated throughout the three weekends. This theme essentially stated the ultimate goal of the Project, that centers provide quality, developmental care for the children they enroll, and supportive services to their families. The Director of a center was seen as a crucial person in achieving quality in the center. Efficient and effective management of finances and business matters and cooperative supportive relationships with staff were

seen as ways of promoting quality care for the children. This theme was reiterated throughout the sessions by instructors and staff.

Directors of day care centers are often more qualified "experts" in child development or early childhood education than in business administration or working with adults. Therefore, each of these aspects was discussed at length.

The target population included three groups: Directors of full-day centers, Department of Social Services Child Care Licensing Consultants, and Department of Social Services Day Care Placement Workers. While Directors of full-day centers were the primary target population, we hoped that the more informal contact between center directors and state licensing personnel would create an atmosphere of cooperation. In addition, licensing consultants have similar educational backgrounds to Directors, and the information presented in other areas would be helpful to them in the consultant aspect of their role. The day care workers were invited to the third weekend (Program) only. The goal for their participation was to enable them to more knowledgeably identify characteristics of good child care programs and thus be able to more effectively counsel parents who are seeking center care for their children.

At several sites, where attendance allowed, other Center personnel were invited to attend specific sessions of interest to them. Bookkeepers, accountants, administrative assistants, and Board members found parts of Workshop I on Business

Administration to be helpful. Head Teachers and Program Directors were interested in the materials presented at the Programming Workshop.

Computerized address lists and mailing labels for all licensed centers in the counties to be included in a specific workshop series were provided by the Department of Social Services Division of Child Care Center Licensing.

Although we indicated that we would enroll as many as 50 people for a session, we found that this was an extremely large group for our training format. Thirty to forty participants was optimum. In the northern area of Michigan, where centers are few and distances great, we had ten to twenty participants and these groups often seemed too small for enough exchange of ideas. In the southern areas, especially Ann Arbor and Detroit, we had 40-50 people per day, which was too large for the informal, close contact necessary for such exchanges.

An Advisory Committee comprised of University of Michigan faculty members, Department of Social Services personnel, and Project Staff, met four times during the year. They discussed the technical and program details, offered suggestions, and lent their expertise in particular areas. Several advisory committee faculty members also taught at the workshop sites.

A Pre-planning Committee meeting was held approximately three months before the first workshop in each area. Department of Social Services licensing consultants for that area, their supervisors, and representatives from day care provider

organizations and professional associations met with project staff to discuss possible sites for the sessions and to suggest local "experts" and practitioners who might participate as instructors.

The Pre-planning Committee was very helpful in arranging the workshop sites and recommending staff accommodations. Local persons made the initial contacts and project staff were able to follow-up by telephone. Free or inexpensive college sites were used. Since the project staff did not visit the workshops cities ahead of time, two persons always left for the site early on Thursday before the first weekend. This allowed time for finding the motel and classroom accommodations, and checking with site administrative, maintenance, and food service personnel. When possible we also set up display materials, hand-outs, and the registration desk the night before each workshop. Because of the long distances and uncertain weather in Michigan, the project staff followed this procedure for all sessions at all sites, except Ann Arbor, where the workshops were held in our own University of Michigan, School of Education classrooms.

Just as the quality of a child care program is dependent on the skill, enthusiasm, knowledge, and concern of the staff, so a training program for directors is dependent on informed, flexible, and involved instructors. The project staff served as resource persons and coordinators for all the Mobile Training sessions, and as instructors in their own areas of expertise. There were

usually several instructors for each day. This was necessary because of the long instructional day and our wish to provide several options for small group discussion. A "core" instructional staff was chosen from the faculty and staff of the University of Michigan and Ann Arbor practitioners. Persons from local community colleges and universities supplemented the core staff. Personnel from private and government agencies pertaining to day care centers spoke about issues and programs with which they were involved. Directors of centers who had a particular talent were often called upon to share their knowledge in that area with other directors. It was felt that local persons would be able to act as resource persons after the Mobile Training was completed. Instructors were paid a fee or honorarium by the project unless this sort of instruction was considered part of their job responsibility and they were not permitted to accept pay.

We tried to find professionals who had knowledge and skill in the area of their presentation. In addition we were interested in people who were devoting themselves to day care as a field, and who were concerned about children and the care they receive.

The teaching materials distributed to participants at the Mobile Training workshops fell into three categories (1) the kit of materials, (2) instructor-prepared items in addition to the kit, and (3) related materials. The kit of materials was a revised edition of "Preschool and Child Care Administration," compiled by Pearl Axelrod for the University of Michigan courses in the subject in 1974. A further revision of the kit was undertaken by project staff after the completion of the first year's

workshops to improve the format and update information on various topics.

The kit was distributed to participants in three parts the first year; one at each workshop weekend. The first part consisted of four sections related to Business Management and Finance:

I. Goals of Day Care
II. Licensing Standards and Forms
III. Business Management
IV. Health, Safety, and Nutrition

The second part consisted of two sections related to staff and parents.

V. Personnel
VI. Parent Involvement

The third part consisted of four sections related to children and program, ending with the bibliography:

VII. Child Development
VIII. Program
IX. Physical Facilities and Equipment
X. The Handicapped Child in the Day Care Center
XI. Bibliography

During the second year, the revised kit was distributed as a unit during the first workshop.

The kit was designed to be a continuing resource for directors of day care centers, not a static book. To this end, each section was numbered within itself, so that additional materials could be interfiled. A list of free or inexpensive materials was provided for each section. Although folders were available, staff suggested that participants acquire three ring binders to hold the materials. The final revision of the kit followed the same format, although the topics were divided into sections in a slightly different manner.

Many items from Mrs. Axelrod's initial kit were revised, expanded, or deleted. In addition, several new topics were included. These included a complete accounting system for day care, outlines of items to include in various center policies, and additional materials about health and safety factors in child care centers. All of the licensing forms and regulations in use by the Michigan Department of Social Services were supplied by the Child Care Licensing Division, and were included in the kit.

Many individual workshop instructors prepared material in the kit for participants. These hand-outs were used as instructional aids during the sessions. For the first weekend, an explanation of comparative costs, a functional budget exercise, information on the child care nutrition program, an accounting example, forms for office management, a "Preventive Maintenance" calendar, a day care management calendar, and information about funding and proposal writing were distributed. Additional materials on health care were provided. Copies of most of the federal and state tax forms used by day care centers were collated by project staff to correspond with a listing in the kit of those forms and their respective filing dates. These were useful in conjunction with discussions of profit and non-profit status and accounting procedures.

During the second weekend instructor-prepared materials included staff evaluation forms, a handout on staff training, and a paper on parent involvement. A packet on achievement motivation was distributed during a presentation on that topic.

Instructor-prepared materials for the third weekend included information on child abuse, program planning, space arrangement, and children's behavior. A system for observing and recording children's developmental levels and needs was also distributed as part of a presentation on that topic.

All of these materials were designed to be resources for actual use in centers. Many items for which permissions were secured were useful when interfiled into the kit (or revised and duplicated for direct utilization by directors or teachers).

Many additional "freebies" were collected in quantity by the project staff and made available to participants. These included brochures and publication lists from professional organizations and child care coordinating agencies, government publications about children and child care, and other relevant materials. Items that could not be obtained in quantity or professional books of value in a particular area were displayed at each session. In addition, policies and forms used by various centers were collected and displayed. Although sample copies of a particular center's policies were not duplicated for participants, directors were encouraged to correspond with other centers whose policies they wished to study, and addresses were available.

It is important to remember that anything that can go wrong, will, and anyone who can get lost is likely to. A week before the workshop, everyone connected with the instructional or administrative aspects of the workshops must be contacted. This included reminders to instructors, food services, and site administrative personnel and confirmation of motel reservations. If on-site personnel are aware of staff arrival time, they are able to alert custodial staff. Since our displays and hand-outs often filled 10-12 boxes, it was helpful to be able to use a cart and have access to the loading dock and elevator. Accurate maps of the area and the building, and signs on all entry doors to the building are essential for staff, instructors, and participants. Maintenance, security and switchboard staff attached to the instruction site can be helpful resource people in keeping the workshop environment comfortable and should be notified of the on-going workshops.

The evaluation of the Mobile Training for Directors of Day Care Centers (M.T.D.D.C.) was carried on both formally and informally. The formal evaluation was carried on in three stages. The first was a questionnaire which was mailed to participants prior to workshops. This questionnaire served to provide baseline data establishing the identity of centers served by our program and the needs and educational backgrounds of the participants.

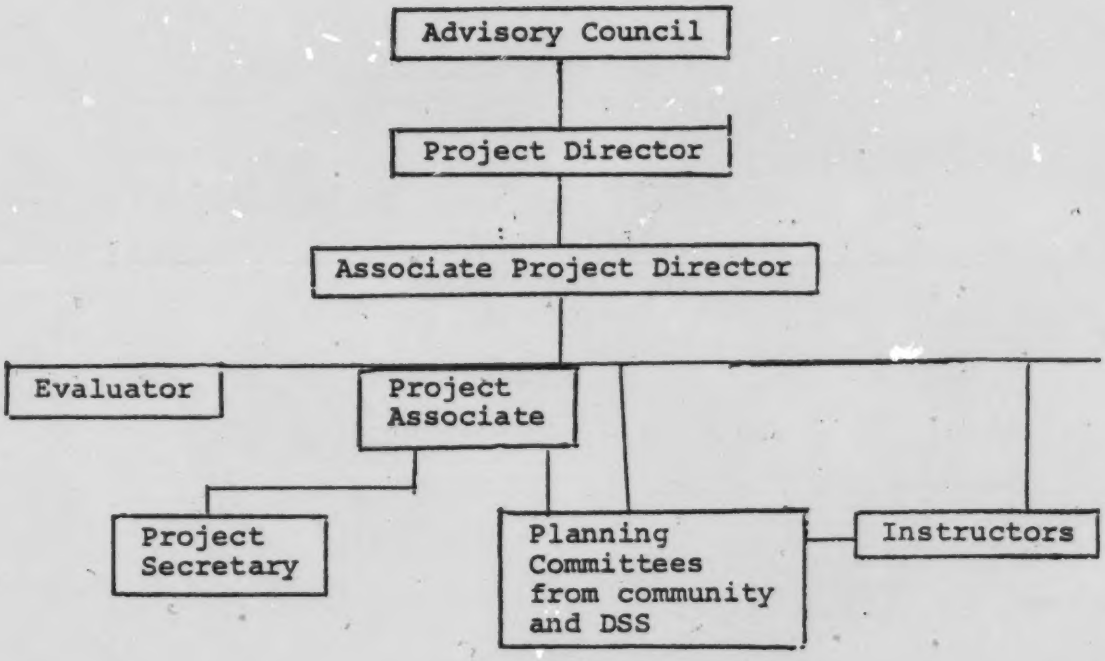
The second stage consisted of a set of six questionnaires. One was filled out by the participant at the beginning and the end of each weekend conference. The pre-questionnaire asked the participant to elaborate on his/her center's present practices and own personal goals or objectives for the workshop s/he was presently attending.

The post questionnaire measured the participant's satisfaction with the presentations s/he attended and gave her/him an opportunity to evaluate each presentation through written comments. The participant was also asked to indicate any future plans to use approaches or information which s/he learned about during the weekend.

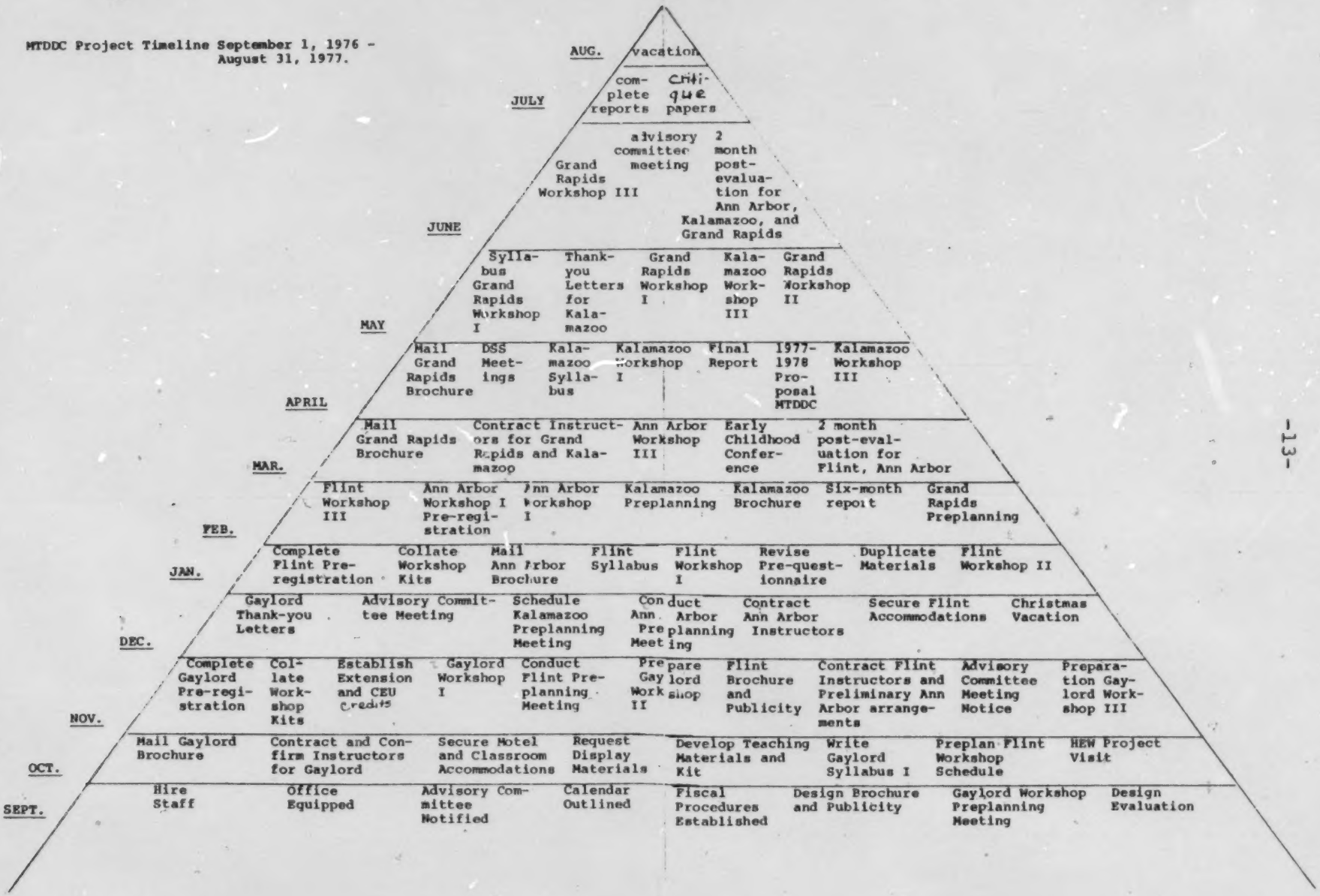
The third stage took place two months after the last workshop. The questionnaire mailed to participants inquired about changes in practice made in the participant's center as a result of the M.T.D.D.C. program. The participant was also asked how useful s/he found the materials presented in the workshops and for suggestions for the future.

In addition to the formal evaluation an informal discussion was encouraged by the staff at the end of the third weekend. At this time participants were asked to voice any suggestions, criticisms or feelings they thought might be helpful for future sites. The discussion was taped and notes taken.

Organizational Chart - Mobile Training for
Directors of Day Care Centers



MTDDC Project Timeline September 1, 1976 - August 31, 1977.



The following educational objectives were compiled for the Project Proposal and were subsequently distributed to and discussed with instructors for implementation in their workshops.

I. WORKSHOP I - FINANCIAL AND BUSINESS MANAGEMENT AND LEGAL ADMINISTRATION

A. Educational Objectives for Directors

Directors:

- will draw up a clear budget, couched in functional terms
- will be able to show financial records kept in a systematic way indicating income and expenditures
- will have an efficient system of record keeping encompassing all necessary material required by the State for license compliance and payment
- will have an opportunity to discuss and to share ideas on being directed by an absentee owner or church hierarchy
- will have an efficient method of kitchen management that will enable the center to meet the nutritional needs of young children in a cost-effective manner
- will have a preventive maintenance calendar that will enable the director to project building

maintenance costs and forestall building crises

- will be aware of sources of governmental and private funds for day care and procedures for requesting them
- will be aware of community resources available such as small business supports to day care centers
- will have the necessary information and forms about tax-exempt status

B. Content Areas

1) A workshop seminar will be conducted for the presentation and practice of establishing a functional budget
2) Financial recordkeeping in a systematic way indicating income and expenses will be demonstrated and practiced on worksheets after an introduction
3) Recordkeeping for licensing compliance will be discussed in small groups
4) Effective use of board and/or absentee owner will be examined by the use of case studies
5) Efficient kitchen management practices will be presented and explored in a variety of ways -- film, discussion, and sharing
6) Preventive maintenance of building and equipment will be taught by the development of a yearly calendar of needs

7) Finding funds in support of day care centers will be explored through presentations by experienced directors.

8) Community resources to support staff and families will be described and methods for establishing contacts will be clarified.

9) Tax-exempt status forms and information about other government forms will be distributed for reference.

Mobile Training for Directors of Day Care Centers

Course Outline: Business Management and Finance
Kalamazoo Valley Community College, Main Building

Friday, April 15, 1977		Room	
8:30-9:00am	Orientation to Mobile Training Project	1050	Weinstein
9:00-9:30	The Role(s) of the Director	1050	Buch
9:30-11:00	Introducation to Functional Budgeting and Accounting	1050	Herbert, Grube
11:00-12:15	Options:		
	A. S.S.I.S. Payment System	1017	Peters
	B. The Director's Use of Time (discussion)	1037	Buch
	C. Individual Consultation about Budgeting or Accounting Problems	1050	Herbert, Grube
12:30-1:45pm	Luncheon and Speaker Topic: Preventive Maintenance	Cafeteria	Grube
2:00-3:15	Options:		
	A. Accounting Exercise (until 4:30)	1050	Herbert, Grube
	B. Food Service for Day Care; Sharing Techniques for Efficient Kitchen Management	1037	Ballema
3:30-4:30	Options:		
	A. Accounting Exercise (continued)	1050	Herbert, Grube
	B. Mobilizing Community Support for Day Care	1037	Webb

Saturday, April 16, 1977			
9:00-10:00am	Management Systems and Decision Making	1050	Buch, Herbert, Smith
10:00-11:45	Working with Boards and Owners	1050	Buch, Herbert, Miller, Smith, Weinstein
12:00-1:30pm	Luncheon (brown bag) and Speaker Topic: Finding Funds for Day Care	1050	Andersen
1:45-2:45	Options:		
	A. Record Keeping for Efficient Purchasing	1037	Miller
	B. Finding Funds for Day Care (cont)	1050	Peterson
2:45-4:15	The New Rules: An Explanation of Act 116	1050	Camillo, Cain, Callard
4:15-4:30	Evaluation of Business and Finance Workshop	1050	Buch, Weinstei

Sample List

Workshop Instructors

Nels Andersen, M.A. - Director, Saginaw County Child Development Centers

Gretchen Ballema, B.S. - Director, Hill Community Day Care Center, Grand Rapids.

(Esther) R. Lindy Buch, M.A. - Program Assistant, School of Education, The University of Michigan, Ann Arbor.

Ann Cain, B.A. - Licensing Consultant, Michigan Department of Social Services, Kalamazoo.

Jeff Callard - M.A. - Licensing Consultant, Michigan Dept. of Social Services, Kalamazoo.

Phila Camillo - M.A. - Licensing Supervisor, Michigan Department of Social Services, Lansing.

Karl Grube, Ph.D. - Adjunct Lecturer, Program in Administration and Supervision, The University of Michigan, Ann Arbor.

Norman Herbert, B.A. - Manager, Mortgages and Investment, Investment Office, The University of Michigan, and Former Chairperson, Board of Directors, Community Day Care and Preschool Center, Ann Arbor.

Jackie Miller, M.A. - Director, The Discovery Center, Ann Arbor.

Carlton Peters - M.S.W. - Michigan Department of Social Services, Lansing.

Geraldine Peterson - M.Ed. - Director, Student-Parent Center, Ann Arbor.

Sallie Smith - B.A. - Director, Community Day Care and Preschool Center, Ann Arbor.

Natalie Webb, M.S.W. - Kalamazoo Consultation Center, Kalamazoo.

Ann Weinstein, M.A.T. - Assistant Project Director, School of Education, The University of Michigan, Ann Arbor.

Cathy Freeman, A.B. - Administrative Assistant, Perry Nursery School, Ann Arbor.

Venita Cater, B.A. - Education Child Care Department Head, Oakland Livingston Human Services Agency, Pontiac.

Advisor - Participants

Ann Cain
Jeff Callard
Phil Camillo
Paula Clark
Joan Lobenthal
David Lowe
Louise Thompson

Michigan Department of Social Services

Bob Cole-Calhoun County Child Care Association
Laura Cox - Jackson Area Career Center
Claudia Dotson - Michigan Campus Child Care Committee
Sue Grossman - Kalamazoo Campus Child Care Committee
Janet Kocher - 4-C's
Janine Stephenson - MACCA

Outline Lindy Buch

The Role(s) of the Director

I. The need for the Director to be able to spend time with children, parents, and staff as well as with administrative tasks is introduced; the philosophy of the Project explained and expanded.

II. The many areas ("hats") of responsibility covered and variety of skills needed by the Director discussed.

A. Finance, business, building occupancy - "the necessaries"
   1. Budgets, financial reports, taxes, accounting
   2. Proposals, grants, fundraising
   3. Contracts
   4. Building materials and grounds maintenance
   5. Purchasing (including food)
   6. Income, tuition records
   7. Payroll, checks, etc.

B. Record-keeping -- emphasis placed on the number and specificity needed
   1. Financial
   2. Inventory: equipment, food
   3. Legal and licensing needs
   4. Staff/employee: payroll, time (subs), evaluations, applicant files
   5. Children/families: enrollment and emergency information, medical and developmental records

C. Policy and decision making
   1. Number and kinds of policies
   2. Role of Board of Directors or owner

D. Public relations; community liason
   1. Intakes and referrals
   2. Volunteer sources and "free" materials

E. Medical/health program

F. Evaluations: children, staff, space, money, program, self

G. Relationships with parents
   1. Business - money, forms, etc.
   2. Community resource
   3. Social worker - family helper

H. Children and program
   1. Teacher
   2. Program planner

I. Staff
   1. Employer
   2. Co-worker
   3. Trainer

III. Relationship of Director to quality child care

A. Director seen as key to successful program

B. Need for Director to manage "the necessaries" so that there are fewer crises in finances and building occupancy

C. Goal - for Director to have time to act as resource and support for families and staff in order to promote quality care for children

Outline

Functional Budget for Early Childhood Administration

I. Annual system of functional reporting concentrates on reporting operating costs by program or service function

II. Budget Analysis
   A. Balanced fiscal program of revenue receipts and expenditure allocations
   B. Cost analysis of internal child care operations as it relates to present and future financial resources
   C. Early Childhood care costs by functional category
      1. Program Service Function
         a. Education and Supervision
         b. Special Services
         c. Staff Development
         d. Health Service
         e. Food Services
         f. Parent and Community Services
      2. Support Service Function
         a. Administration
         b. Building Occupancy
         c. Transportation
         d. In-kind Services

III. Exercise in functional budgeting*

* Directors were requested to bring their own budgets to use in this exercise.

Taken from Dr. Karl Grube's presentation.

An Accounting System

Accounting = Need to Understand

An Accounting System

- a systematic record of business transactions
- a systematic classification of activities into categories
- the summarization of data recorded and classified

Financial Reports

- Balance Sheet
- Income Statement

Forms Used to Prepare Trial Balance (see Kit, section C)

Chart of Accounts
Tuition Bill
Individual Tuition Record
Income Record
Disbursement Journal
Payroll Records
Functional Budget Report
Cash Journal
Year End Closing Journal

Norman G. Herbert
July 1, 1977

Outline Lindy Buch

The Director's Use of Time

I. Directors have many tasks in many areas; goal is for Directors to spend more time with people (children, parents, staff) and less with paper.

II. Many directors work 50, even 70-80 hours/week. Burn-out and turn-over is a common problem.

III. There are many ways to remedy the situation, but no miracles. Each suggestion must be tailored to the individual center and personality. Some suggestions:

A. Calendars - schedule work and prevent crises
   1. Maintenance
   2. Taxes
   3. Hiring
   4. Purchasing
   5. Recruiting/intakes
   6. Budgets and licenses
   7. Board meetings and deadlines
   8. Parent meetings
   9. Finances, fundraising

   etc.

B. Division of labor
   1. With staff
      a. 6 hours/day is enough with children - trade tasks; provides career ladder as well
      b. Assistant director, program director, administrative assistant, etc. - costly
      c. Council of head teachers
      d. Communication facilitator
   2. With parents
   3. Volunteers
   4. Board members

C. Reduce paperwork
   1. Answer mail, etc. immediately - keep your "in-box" clean
   2. Standardize forms
   3. File effeciently so less time is spent hunting for information

VI. Time study - to use time more efficiently (see Kit, p. A-7)

A. List tasks and how long they take
B. Analyze and categorize tasks by function and area of responsibility (e.g. phone call to parent vs. phone call to bank)
C. Prioritize tasks (daily- weekly, monthly; today, tomorrow, someday)
D. Delegate tasks where possible

Outline

Preventive Maintenance Program for Early Childhood Facilities

I. Definition: tasks which are performed to reduce or eliminate mechanical, physical or structural damage to equipment or facility.

II. Rationale - Slide presentation

- A. Extending facility life
- B. Reducing equipment time loss
- C. Eliminating long-term financial outlay
- D. Preserving real estate value
- E. Promoting student safety
- F. Encouraging community pride
- G. Abating vandalism

III. Sharing responsibility for maintenance

- A. Teacher Aides
- B. Custodians
- C. Maintenance Staff
- D. Center Administration

VI. Specific program of maintenance

- A. Interior painting
- B. Exterior painting
- C. Furniture refinishing
- D. Sash and sill
- E. Heating
- F. Burner operation and motors

VII. Seasonal calendar approach to preventive maintenance scheduling

- A. Four discussion groups develop plans for 1/4 of the calendar year
- B. Combine lists and develop year calendar

Taken from Dr. Karl Grube's presentation.

Mobilizing Community Resources

Health and Nutrition Services
Cooperative Extension of MSU
Local Dept. of Health
EPSDT
Blue Cross/Blue Shield
Medicaid
Dairy Council of Michigan

Social Services
Local DSS
Family & Childrens' Service Agency
Family Focus
Association of Psychiatrists, Psychologists, Social Workers
Mental Health Associations

Human Services
Local CAP Agency
Human Resource Dept. of local government
City Block Grant Funds
CETA
Career Counseling Services
Model Cities Program

Education
Public School
Private School
Mental Retardation Center
Easter Seal Society
Vocational Education Programs
Community Colleges
Universities
PTA
Recreation
Volunteer Programs
Loal 4C Council

Publicity

Ads in local papers
4C Council referral file
Flyers in doctors, dentisits offices
Himan interest stories in newspapers, on radio
Publicize field trips
Publicize center events
Notices in church bulletins
Flyers in grocery stores, washateria, stores, shopping centers
Encourage current parents to publicize

Publicity (cont.)

Newsletters -mail to key community groups
Invite state and local officials to visit center

Taken from Venita Cater's presentation.

Management System*

Management - Creating the Internal Environment

Management Activities

- Planning
- Organizing
- Staffing
- Direction
- Control

Concept of Organizational Authority and Responsibility

Leadership - Director's interpretation and perception of authority and responsibility

Style

- Autocratic
- Democratic
- Laissezfaire

Staff Motivation

Management by Objectives

- Premises
- Benefits
- Essential ingredients

Involvement of Others

* See Kit p. D-9 for Model Calendar for a Day Care Center

Norman G. Herbert
July 1, 1977

Outline — Cathy Freeman

Efficient Office Management

I. Basic Rule - A Place for Everything
   - A. Shelves
   - B. Filing cabinets
     1. Information file
     2. Form file
     3. People file
   - C. Lists
     1. Long term projects
     2. Short term projects

II. Staff Files
   - A. Personnel file Record Sheet
   - B. Vacation and Sick Time Record
   - C. Attendance Sheets
   - D. Job Applications rated and filed alphabetically

III. Student Files
   - A. Files with necessary blank forms for parents to fill out prepared ahead
     1. Intake checklist stapled in front of each file
     2. Files contain:
        a. Permission forms
        b. Medical form
        c. blank tuition ledger sheet
        d. information for parents

IV. DSS
   - A. Keep a notebook with all billing forms in it
   - B. Keep a file for children currently eligible for DSS payments
     1. Form DSS-633 or DSS-193 on each child
   - C. Keep a list of adjustments to be made and mark when payment is received
   - D. Keep in continual contact with liason worker. Setting up a good rapport with that person can make the whole system work better

V. U.S.D.A. Food Program
   - A. Many forms needed to keep required records
     1. Income list of parents - confidential
     2. Worksheet to figure costs for monthly report
     3. Inventory sheets
     4. Record of meals and snacks eaten by adults
     5. Lunch menus - required as of 8/1/77
     6. Snack menu forms - required as of 8/1/77
     7. Form for recording which children eat snacks and lunches - at Perry we use attendance sheets since all our children are served all our snacks and lunches

VI. Other Helpful Forms

A. Reimbursement form (if staff buys something for school)
B. Medication Permission Form
C. Field Trip Sign-out Form -- posted in a central place; all classrooms sign out if they leave the premises

VII. Other Helpful Hints

A. Building Notebook
   1. Record of purchases and repairs
   2. Record of fire drills
   3. Note on things you learn about boiler, fuses, hot water heater, plumbing etc.
B. Procedure Notebook
   1. List of due dates for regular happenings
   2. Notes on annual events so you can remember what happened
   3. Procedures for filling out various forms
   4. Any information that would be helpful to pass on to person taking over your job
C. Keep a list of subscriptions you order with expiration dates and costs
D. Keep a parents' bulletin board for notices and a calendar of events
E. Have a place to post notices for staff
F. If you have any official policies of the school, keep a notebook with each section on a different page. Then, if just one or two sections are ammended, you can re-do that page and have an accurate record of the current official policy
G. Have an information sheet for part-time staff and volunteers which gives a good overview of the school, its rules and procedures

* See Kit, p. D-5

Outline Lindy Buch

Working With a Board or Owner

I. Follows discussion of Center Management

II. Small groups assigned a problem to discuss; groups arranged by Board or Owner system; an appropriate person designated to be group "leader". Problems handed out on cards or dittoed. One example follows:

A group of parents and community representatives are meeting to set up a new center. Guidelines from the several funding sources indicate both that the Board must be at least 50% parents, and that community representatives must also be chosen. As you write the By-laws, you must determine the exact composition of the Board, and justify the membership qualifications. Consider:

--how many members?

--how many parents; how will they be chosen?

--who will the community representatives be -- and how chosen?

--should specific professions be represented?

--should the Director be a Board Member?

--should any staff members be Board Members?

Besides the formal guidelines, are there any informal considerations that might be important?

III. After discussions, all small groups report on discussions to total group.

FINDING FUNDS FOR DAY CARE

WHAT IT TAKES TO GO ABOUT "LOCATING THE EXTRA FUNDS"

Time
Hard Work
Skill
Luck (faith)
Money
Sense of Humor
Good self-image

RESOURCES WITHIN YOUR LOCAL COMMUNITY

Service Clubs
Churches
Individuals
Government (City & County)
- Revenue Sharing
- Block Grants
- General Budget
- Matching Funds

United Way
Professional Organizations
Industry
Fund Raising Projects
- Bingo
- Direct Mailing
- Telephone Campaign
- Adopt-a-Child Project

FOUNDATIONS

Know your local Foundation resources
Secure State Directory (i.e. MICHIGAN FOUNDATION DIRECTORY)
Explore national resource -- THE FOUNDATION DIRECTORY
-- PUBLIC SERVICE MATERIALS CENTER

GOVERNMENT GRANTS, RESEARCH AND REIMBURSEMENT

Federal Grants (usually requires writing a proposal)
- Office of Child Development, Office of Education, Bureau for the Education of the Handicapped, National Institute of Mental Health, Child Welfare--Abuse and Neglect

Research and/or pilot projects - (same agencies as above)

State Projects
- Department of Social Services - Purchase of Services for Special Projects
- Developmental Disabilities - Mental Health

Reimbursement for Food Services -- U.S. Dept. of Agriculture

ALTERNATIVE SOURCES OF STAFFING -- reducing your cost for salaries, health services & renovations/repairs

Neighborhood Youth Corp
Youth Employment Service
Work-Study (college students)
CETA (Comprehensive Education & Training Act)
Volunteer Bureau
Retired People
VISTA
Special Projects -
- Carpenter - Volunteers
- Painters - Vocational Education
- Medicaid - Health Department

Outline Jacquelyn Miller

Record Keeping for Efficient Purchasing

I. Setting up a bookkeeping system as a base for purchasing decisions

- A. Open a consecutively numbered checking account with duplicate deposit slips
- B. Adopt a formalized accounting system such as the "Ideal Bookkeeping System"
- C. Establish an inventory system such as a color coded 3x5 file card system
- D. Organize a method for saving all receipts such as an envelope and hanging file system

II. Making Purchasing Decisions

- A. Gather catalogs and other sources of materials
- B. Review sources and record all possible purchases on 3x5 cards, one card per possible purchase
- C. Sort cards into various categories to determine flexibility of materials from one category to another, balance of materials in different program areas such as sensory art, cognitively oriented, etc.
- D. Select most critical materials from "C" above given constraints of money, program, staff desires, etc.
- E. Indicate choices by marking the appropriate 3x5 cards with an obvious mark, such as a red line across the top of the card, to help in further sorting
- F. Retain unmarked 3x5 cards for future purchasing considerations
- G. Transfer information on 3x5 cards to order sheets and then to inventory cards when received
- H. Cross reference checking account numbers, accounting system records, inventory cards, and receipt envelopes for easy reference

Rules and Regulations

I. Process for making laws and rules

II. Current laws in our State - review

III. Proposed changes in the Rules

IV. Role of the Licenser - Role of the Consultant

V. Time for discussion and interaction

HANDOUTS:

- Michigan Act 116
- Rules for Child Care Centers
- Drafted Proposed Rules for Child Care Centers
- Sample Application for License to Operate a Child Care Organization
- Supplementary Application to Operate a Child Care Center
- Licensing Study Reports for Child Care Center
- Sample of License to Operate a Child Care Center
- Consultation for Child Care Centers
- Roster of Division of Child Care Licensing, Department of Social Services

Notes from presentation by P. Camillo

II. WORKSHOP II - PERSONNEL

A. Educational Objectives for Directors

Directors:

- will develop or improve a set of personnel policies for his/her center including at least accurate job descriptions, terms of employment, and salary scales
- will plan two new practices aimed at improving staff communication and involvement
- will have at least five simple basic training materials available for distribution to staff with minimal education
- will have a handbook of center information for distribution to parents of children enrolled at the center

- will present a method for the supervision and evaluation of child care and support staff
- will have a plan for parent education and involvement in the center that reflects the parents' ethnic and cultural differences and preferences
- will become aware of the importance of a staff that reflects the child population, racial and cultural mix.

B. Content Areas

1) Exercises in group dynamics to promote understanding of self and others through values clarification and achievement motivation techniques
2) Conflict resolution - social and cultural problems, staff-staff, parents-staff
3) Recruitment and hiring of personnel; The para-professional
4) Personnel practices for effective management of staff
5) Alternative management styles
6) Staff meetings for team building, planning and in-service training
7) Supervision and evaluation of staff for positive outcomes in child care
8) Parent and staff interactions. Understanding cultural differences
9) Family needs and day care: the use of a social worker

10) Varied possibilities for parent involvement

11) Parent education programs

12) Content of a parent manual

Group dynamics exercises will be conducted by a qualified person to assist directors to understand their own feelings in confrontation, in a positive bombardment, or perhaps through role play. Directors who model democratic humane leadership will be asked to become group leaders. Problem-solving techniques will be practiced in small groups around common personnel problems.

Sample personnel practices, policies, job descriptions and evaluation criteria will be available and discussed in detail.

Staff training will suggest guidelines for the development of a staff in-service training manual with possibilities of content, resources (free), and format to facilitate staff growth. Techniques for conducting staff meetings, supervision and evaluation of staff and parent/staff interaction will be presented in a variety of modes such as case study, group discussion and simulation

At least one half day will be given to the discussion of parents and the day care center. We will emphasize the vital role parents play in the education of their children and the important role that the day care center plays as a support system to parents.

Mobile Training for Directors of Day Care Centers

Course Outline: Personnel (The Grown-ups in Day Care)
Kalamazoo Valley Community College, Main Building

Friday, April 29, 1977.		Room	
8:30-9:00am	Overview of Personnel Workshop	1050	Buch
9:00-12:00	Motivating Your Staff: A series of group experiences dealing with achievement motivation, conflict resolution, and value clarification	1050	Quinn
12:15-1:45pm	Luncheon and Speaker Topic: Continuation of morning program	Cafeteria	Quinn
2:00-3:00	Application of Conflict Resolution to Day Care Problems	1050	Buch, Weinstein
3:00-4:00	Parent Involvement in Day Care	1050	Axelrod

Saturday, April 30, 1977.			
9:00-10:45am	Writing Policies for Your Center: Personnel Policy Job Descriptions Program Policy (Parent Manual)	1050	Weinstein
11:00-12:00	Relationships Between Staff and Director; Supervision and Evaluation of Staff	1050	Nemetz-Carlson
12:15-1:45pm	Luncheon (brown bag) and Speaker Topic: CDA	1050	Weinstein
2:00-4:15	In-Service Training of Staff; An In-Service Training Plan and Manual	1050	Nemetz-Carlson
4:15-4:30	Evaluation of Personnel Workshop	1050	Buch, Weinstein

Workshop Instructors
Sample List

Pearl Axelrod, A.C.S.W. - Project Director, School of Education, The University of Michigan, Ann Arbor.

(Esther) Lindy Buch, M.A. - Program Assistant, School of Education, The University of Michigan, Ann Arbor.

Dorothy Kispert, M.S. - Merrill Palmer Institute, Detroit, Michigan.

Anne Nemetz-Carlson, M.A. - Early Childhood Specialist, Marshall.

Timothy Quinn, Ph.D. - Principal, Napoleon High School, Napoleon.

Ann Weinstein, M.A.T. - Assistant Project Director, School of Education, The University of Michigan, Ann Arbor.

Advisor - Participants

Ann Cain
Jeff Callard
Phil Camillo
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Joan Lobenthal
David Lowe
Louise Thompson

Michigan Department of Social Services

Bob Cole - Calhoun County Child Care Association
Laura Cox - Jackson Area Career Center
Alaudia Dotson - Michigan Campus Child Care Committees
Sue Grossman - Kalamazoo Campus Child Care Committee
Janet Kocher - 4-C's
Janine Stephenson - MACCA

ACHIEVEMENT MOTIVATION

The Achievement Motivation Program is a group oriented in-service program developed through the W. Clement and Jessie V. Stone Foundation in Chicago by representatives of our nation's leading psychologists and psychiatrists under the guidance of Dr. Karl Menninger. It is a program founded in humanistic psychological theory, which provides a positive, practical and realistic approach to self-initiated and desirable personal change. It accepts the premise that such change is dependent upon a highly sensitive self-awareness and understanding, as well as, a consistently positive self-concept. The program itself is facilitated by a trained A.M.P. leader although the concepts taught in the program will, hopefully, become intrinsic in the life style of the individual participants. The time frame of the program is flexible dependent upon time availability and also the needs of the group being dealt with. The program is centered around four basic areas of concentration including Strength Identification, Needs Assessment, Value Clarification, and Goal Setting.

Strength Identification consists initially of a series of small group sharing experiences culminating with the development of a Strength Profile for each member of the group.

Needs Assessment consists of a series of exercises based upon Maslow's Hierarchy of Needs resulting with the individual having some idea in regard to what needs have been dominant in his/her life experience and where on Maslow's Hierarchical scale he/she is presently functioning.

Value Clarification consists of an exploration of what values are, where they come from, how they affect our decisions and thus our lives. A series of activities are utilized to assist the individual in clarifying his/her own values and also to test those values in resolving hypothetical life conflicts.

Goal Setting consists of the teaching/learning of the steps involved in, as well as, the value of goal setting to the success and self-esteem of the individual.

All activities are accompanied by lecture and total group discussions. The overwhelming success of the Achievement Motivation Program in affecting personal change has been documented in a series of doctoral dissertations at the University of Michigan in the Department of Educational Leadership.

Parent Involvement

I. What I believe

A. Parent involvement is crucial
B. Parent is child's best teacher
C. Consonance of values between center and parent important
D. Bronfenbrenner quote: "Any enduring appreciable improvement in a child's development can be effected only through an appreciable enduring change in behaviour of persons intimately associated with child on day to day basis."
E. Some of you may be uncertain about value of parental involvement. All of you must be finding it difficult to make it work -- I'd like to help you find ways.

II. Where are you on this subject?

A. How do we define the term? Parent involvement refers to the many diverse ways in which parents can be included in the on-going operational activities of the school and the ways in which we may utilize the many resources parents have to offer.
B. Parent education has to do with schools providing resources and experiences to enhance parents' development.
C. Where are you? Do you think involvement of parents is important? Why?
(class input -- list) some examples:
-Good for kids to see parents involved
-Parents and center approach child same way
-Parents are a valuable resource

III. What have we learned about the importance of parents in education?

A. Civil Rights Movement
1. struggle for equal education
2. accountability pushed
3. parents demand more voice in child's education
B. Research
1. importance of early years -- Bloom; Hunt
2. programs for preschoolers where parents were closely involved had more lasting effects on children -- Gray; Weikart
3. parent's characteristic interaction with child affects child's learning; e.g. value of verbal interaction allowing exploration, warmth and limits, having high expectations

IV. What are the factors that impede parent involvement in day care?

A. Let class list - put on board. Some examples:
-staff attitudes - rivalry without staff being aware of this
-poor communication between staff and parents
-staff disapproval of parents who work
-staff annoyance with problem children
-no one assigned to task of parent involvement and staff is overworked
-teachers like to run things themselves
-tensions when parents want to run things
-clash in values
B. Bring the above out if they are not mentioned

V. What are some of problems and feelings working parents have in regard to their involvement with the day care center?

-lack of time - pressure of work
-guilt about leaving child makes them uncomfortable with day care personnel
-jealous of person who replaces them for so many hours
-the many single parents are overwhelmed by pressures of bringing up a child alone
-reluctant to spend after hours time away from children
-feelings of inadequacy vis-a-vis school
-not familiar with educational jargon

VI. Recent research on relationships between parents and caregivers

A. Parent-Caregiver Project, Douglas Powell, Merrill-Palmer, Detroit
Parents and caregivers want more communication with each other but they differ about the information they should share

B. Parent Involvement in Day Care, Sylvia Shapiro
When parents are involved their self-esteem is raised and expectations for child care become higher. When parents are policy makers tensions can arise.

VII. Class separates into small groups to answer questions:

A. What have you tried? What works?
B. Come back with reports. List main approaches on board.
D. Emphasize importance of variety - no one way for involvement - meet parents where they are - let them choose ways to participate - make it easy for them to participate.

VIII. Parent Manual

A. Purpose of a manual
1. clear contract between you and parents
2. what do you expect of parents e.g. payments, calling for child?
3. what can parents expect of center e.g. program, conferences?
B. Outline of a sample parent manual
C. Who should write it - parents, staff?

Outline Ann Weinstein

Center Policies

I. Rationale: No matter which type of program is best for young children philosophically, it has a better chance for success if it is properly planned and administered

II. Planning Process

- A. Identifying goals for the program
- B. Communicating these goals to those who will help in the planning and administration of the program
- C. Deciding the process for meeting these goals
- D. Going "operational"
- E. Providing for feedback and evaluation

III. An Identifiable Philosophy is Key to Successful Early Childhood Program

- A. Write specific program goals and objectives
- B. Questions to consider
  1. What types of staff roles are necessary to implement the environment set forth in your philosophy?
  2. What staff positions are necessary?
  3. What types of physical arrangement?
  4. What types of equipment and materials?
  5. What schedule format?
  6. What types of evaluation procedures?
  7. What is the discipline policy?
  8. What auxilliary services does the center offer?
  9. What food service is provided?
- C. Why formal policies?
  1. clear contracts with staff
  2. easy access to information by staff
  3. frees director's mind of some concerns in decision making

IV. Policies to include *

- A. Employment
- B. Behavior Management
- C. Health & Safety
- D. Classroom Procedures
- E. Purchasing Procedures
- F. Management Information

* See Kit p. E-3

Outline

Anne Nemetz-Carlson

Relationship Between Staff and Directors:
Supervision and Evaluation of Staff

I. Day care centers should be governed as a participatory democracy - staff and director are involved in a working-together-relationship to provide best possible day care

II. Ways to achieve participatory democracy

A. Delegate responsibility - put staff in charge of:
   1. supplies and/or grocery ordering and/or purchasing
   2. bus scheduling and bus maintenance
   3. checking attendance, weekly attendance tallies
   4. assignment of clean-up duties

B. Share administrative information
   1. during staff meetings
   2. bulletin board

C. Involve staff in decision making

D. Set up committees with specific assignments
   1. Hiring Committee
   2. Representative to Board of Directors
   3. Parent/Staff Committee
   4. Health and Nutrition Committee
   5. Evaluation Committee

E. Ongoing supervision and evaluation
   1. guidelines for effective evaluation
      a. objective
      b. well-documented -- notes of good and bad performances in personnel file
      c. used as a learning tool; therefore positive approach
      d. regularly completed - weekly or biweekly evaluation meeting

Outline

Ann Weinstein

Credentialling Staff Through the Child Development Associate

I. Definition of CDA and description of the Consortium*

II. The CDA credential

- A. Value to child care personnel
- B. Benefits of assessment

III. Enrollment in CDA

- A. Eligibility criteria
- B. Application procedure
- C. Selection of Trainer, Parent-Community Representative (P-C Rep), and approval of center director where applicant will be observed

IV. Data Collection

- A. Trainer observation
- B. P-C Rep observation
- C. Parent Opinion Questionnaire
- D. Portfolio
- E. Readiness Notification
- F. Fee
- G. Local Assessment Team Meeting arranged (LAT)

V. LAT Meeting

- A. Equal voice each member
- B. Each member present review
- C. 3 out of 4 must vote competent
- D. Consortium Representative verify all required procedures followed
- E. Confidentiality of review proceedings and materials

VI. Award of credential

- A. Consortium reviews recommendation of LAT and confirms LAT assessment
  1. awards credential
     or
  2. notifies candidate of areas where further training is needed

* See Kit, p. E-7 to E-12

new address: The CDA Consortium
The Southern Building - Suite 500
805 Fifteenth Street, N.W.
Washington, D.C. 20003
(202) 347-8474 or
(800) 424-5110

Outline

Anne Nemetz-Carlson

In-Service Training*

I. Assess Your Staff's Training Needs and Interests

- A. Training must be relevant and interesting i.e. professionals attend all day child care conference and then conduct similar workshop for nonprofessionals
- B. Assessment should be done periodically in order to accommodate changing interests and current needs i.e. plan training sessions in 3-month segments

II. Methods

- A. Staff Meetings - single most important training method
  1. should be held during quiet time - nap or evening
  2. should be well planned, with an agenda
  3. should be conducted in atmosphere of openess and fairness
  4. should allow time for problem presentation and solving
  5. should be a regular part of the program i.e. an hour, once a week, more effective than four hours, once a month
- B. In-Service Workshops - provide information concerning a specific topic or interest area
  1. can be held during staff meeting time block
  2. topic areas are unlimited
  3. providers can be invited from a number of sources
  4. participants should be involved as much as possible
- C. Group Discussion
  1. can be held in addition to staff meeting (or in lieu of)
  2. outside resource people can be utilized as moderators
- D. Child Study - a group discussion about one child in particular, divided into three segments (10-15 mins. each)
  1. presentation of facts about the child
  2. discussion of the possible causes of the behavior
  3. agreement of unified approach in dealing with this child
- E. On-Site Visits - to other child care programs
  1. one visit per month
  2. group discussion of visits during a staff meeting
- F. On-the-Job Training
  1. should be a cooperative training method
  2. consists of assignment, completion of assignment, observation, evaluation and reassignment
  3. on-going, learning process
  4. can be extremely individualized for each staff member
- G. Conferences - concentrated day of training
- H. College Courses

III. Community Resources to Provide Training

- librarians - teachers - counselors - nurses - psychologists - nutritionists - social workers - case workers - gym teachers - parents - etc.

* See Kit, pp. E-13 to E-18

III. WORKSHOP III - PROGRAM

A. Educational Objectives for Directors

Directors:

- will describe in writing their center's specific objectives
- will develop a record system that will collect and maintain information related to children's intellectual and physical developmental levels and facilitate individualized program planning for children
- will present a method for planning a balanced program for a day care center that will meet children's physical, social, emotional and intellectual needs and reflect individual and maturational difficulties
- will use an understanding of children's social and emotional development to identify ways to guide children's behavior
- will present a plan for incorporating multi-ethnic materials and themes into the children's daily experiences at the center
- will draw up a center medical policy that will indicate an understanding of preventive health practices, screening and follow-up for handicapping conditions, emergency procedures and

procedures for the care or exclusion of ill children

- will be able to recognize child abuse and neglect and be aware of appropriate resources to refer the family for counseling or legal intervention
- will be aware of various methods of center evaluation and will present a plan for examining their own centers' growth

B. Content Areas

The above educational objectives were planned after careful consideration of instructional content as seen by directors to be most significant for their needs. (A needs survey was conducted in 1976-77.)

Content areas include the following:

1) Determination of philosophy in the programming of early childhood education that will reflect the cultural and racial population of the center
2) Knowledge of the physical, social, emotional, and intellectual development of the child and the role of group care as it affects those developmental areas
3) Use of space and equipment for effective programming, an environment appropriate to the racial and cultural background of the children

4) Guidance of behavior using age appropriate, positive methods

5) Evaluation of programming as a first step toward improvement

6) Consideration of a planned and balanced schedule of activities in interest areas which allow for a variety of responses and individual needs

Mobile Training for Directors of Day Care Centers

Course Outline: Program
Kalamazoo Valley Community College, Main Building

Friday, May 13, 1977.		Room	
8:30-9:00am	Overview of Programming Workshop	1050	Weinstein
9:00-10:30	Health and Safety Issues; A Health Policy; Health Advocacy (slides)	1050	Nelson
10:45-12:00	Child Abuse	1050	Visscher
12:15-1:45pm	Luncheon and Speaker Topic: What Is a Developmental Learning Experience?	Cafeteria	Banet
2:00-3:15	Options:		
	A. Issues in Choosing Curriculum Models	1050	Banet
	B. Use, Selection, and Evaluation of Space, Equipment, and Materials	1037	Banet
	C. Food Reimbursement	1019	Slagle
3:15-4:30	Options:		
	A. Scheduling and Planning a Developmental Program to Meet Individual Needs	1037	Buch
	B. Center Evaluation: Rationale and Forms	1019	Weinstein

Saturday, May 14, 1977.			
9:00-12:00	Observing Developmental Characteristics of Young Children	1050	Blumenfeld
12:15-1:15pm	Lunch (brown bag)		
1:30-3:45	Understanding and Guiding Children's Behavior	1050	Rosenberg
3:45-4:30	Summing-up and Evaluation	1050	Axelrod, Weinstein

Sample List
Workshop Instructors

Pearl Axelrod, A.C.S.W. - Project Director, Special Assistant to the Dean, School of Education, The University of Michigan, Ann Arbor.

Barb Banet, M. Ed. - Early Childhood Specialist and author, Ann Arbor.

Phyllis Blumenfeld, Ph.D. - Assistant Professor, School of Education, The University of Michigan, Ann Arbor.

Virginia Nelson, M.D., M.P.H. - Acting Program Director for Pediatrics, Institute for the Study of Mental Retardation and Related Disabilities; Clinical Instructor, Dept. of Pediatrics and Communicable Diseases; Lecturer, School of Public Health, The University of Michigan, Ann Arbor.

Elinor Rosenberg, M.S.W. - Children's Psychiatric Hospital, The University of Michigan, Ann Arbor.

Jane Schwertfeger, Ph.D. - Professor, Early Childhood Education, The University of Michigan, Ann Arbor.

Zoe Slagle, M.A. - Consultant, Food and Nutrition Program, Michigan Dept. of Education, Lansing.

Cora Visscher - 4-C Coordinator, Ottawa County; Chairperson, Holland Area SCAN team, Holland.

Ann Weinstein, M.A.T. - Assistant Project Director, School of Education, The University of Michigan, Ann Arbor.

Advisor - Participants

Ann Cain
Jeff Callard
Phil Camillo
Paula Clark
Joan Lobenthal
David Lowe
Louise Thompson

Michigan Department of Social Services

Bob Cole - Calhoun County Child Care Association
Laura Cox - Jackson Area Career Center
Claudia Dotson - Michigan Campus Child Care Committee
Sue Grossman - Kalamazoo Campus Child Care Committee
Janine Stephenson - MACCA

V. Nelson, M.D., MPH
July, 1977

HEALTH IN THE DAY CARE CENTER

A. Health Goals, Policies, Procedures

1. Goals

   Each center should establish health goals consistent with its overall program.

2. Policies should at least cover the following areas:

   a. Personnel health
   b. Health record-keeping system
   c. Environmental standards
   d. Discipline
   e. Suspected child abuse and neglect (SCAN)
   f. Nutrition
   g. Provision of health services by the center
   h. Emergency management
   i. Illness
   j. Medication administration
   k. Health education
   l. Consultants

3. Procedures for implementing the health policies must be designed.

B. Health Observation

How to do it. What to do.
Record keeping.

C. Common medical problems

1. Infectious diseases
2. Chronic diseases
3. Developmental disabilities and physical handicaps
4. Child abuse

D. Prevention

1. Immunization
2. Auto and building safety
3. Poison control and accident prevention
4. Health education
5. Screenings
6. Nutrition
7. Mental health

* See Kit, p. I-3 to I-7

Outline — Cora Visscher

CHILD ABUSE - RESPONSIBILITY OF DIRECTOR AND STAFF*

I. Introduction of Michigan Public Act 238

- A) Read and Discuss Section 3
- B) Discuss reporting at the risk of losing family from program

II. Overview of Scope of abuse problem

- A) List and Explain Eight Categories or Faces
- B) Show and explain slides
  - 1) explain purpose of slides is to show the difference between accidental and abuse injuries
  - 2) Heighten awareness and reinforce need for directors to differentiate
- C) Three criteria which must be present for abuse to occur
  - 1) Potential in the parent
  - 2) Particular child
  - 3) Some element of stress
- D) Acquaint directors with community resources available for treatment and prevention

III. Plan of action for individual directors

- A) Staff training which will heighten awareness and make staff more comfortable with problem
- B) Set policy on staff responsibility to put in writing an objective account of unusual marks or conditions
- C) Make an active effort to develop a good working relationship with the Protective Services unit serving your area

*Slides available from Parents Anonymous, a SCAN Team, or Dr. Ray Helfer, M.S.U., East Lansing.

WHAT IS A DEVELOPMENTAL LEARNING EXPERIENCE?

Children develop in predictable sequences, though at different rates. At each stage new capabilities emerge. It is important for adults to provide experiences that challenge the child's developing potentials.

To facilitate the natural process of development in all areas (social, emotional, physical, and cognitive), the adults at a center need to provide and create:

1) an atmosphere that is warm and accepting
2) activities that are appealing and that encourage the children to become actively involved with interesting, challenging, and varied materials
3) opportunities for the children to make choices, solve problems, and practice their developing skills
4) opportunities that promote the development of language and the expression of feelings

In order for a center to provide the above, it is necessary for the teachers to spend time planning and evaluating what is happening in the classroom, particularly with regard to:

1) room arrangement and the use of materials
2) daily routine - predictable, yet flexible
   varied (noisy, quiet; indoor, outdoor; individual, group)
   designed to meet the needs of the children in the room - including nutritious snacks and lunches and a time for resting
   individualized as much as possible, including close contact with warm adults
3) parent involvement - that strengthens the tie between home and center

Compiled by Barbara Banet
Resources: DAY CARE AS A CHILD REARING ENVIRONMENT, Vol. 2 (NAEYC, 1972)
Materials from HIGH/SCOPE FOUNDATION, Ypsilanti, Michigan

Early Childhood Education
The School of Education
The University of Michigan

Issues in Choosing Curriculum Models

*The following are areas and sub areas of learning which are important between birth and five years of age. They are areas toward which curriculum and teacher efforts should be focused in group programs for young children.

I. Intellectual Development

cognitive perceptual, and language learning
    sensory discrimination
      touch, vision, sound, smell, taste
      facilitation of accurate perceptual learning

development of concepts
organization of the environment
understanding of size, shape, color, quantity, sequence
building of formal basic concepts in learning areas such
    biological, physical, and other sciences

development of problem solving ability
    process of problem solving
    practice in problem solving

development of communication
    vocabulary learning
      naming, labeling
    language understanding
    use of language for expression

stimulate excitement about learning
    motivation to learn
    stimulate curiosity
    stimulate observation of environment for learning

build attention to learn
    span of attention
    ability to focus on learning task
    ability to concentrate, to listen, to follow
       directions accurately

build security within child that he is a thinking person
    encourage rational cognitive behavior
    nourish creativity in thinking and action

*This list was compiled by students and staff in the Program for Early Childhood Development and Education. There is no attempt to make it all inclusive or to place items in rank order of importance.

II. Socialization and Emotional Development

create social independence
get along with peers and adults
be a responsible part of group
have positive skills in interpersonal dealings
positively bridge separation from home to school

create social responsibility
positive responsibility for self in school environment and outside world
learn about and accept values of different cultures
teach accurate and positive social values

learn to understand and live with others in authority
realistic control of impulses
acceptance of individual and group conformity

build accurate and positive self esteem

help build emotional security through positive and reliable identification with others

recognize and build a repertoire of appropriate emotional expression

III. Physical-Motor Learning

develop coordination and control to facilitate skill, security, confidence, good health to increase self confidence and self esteem

develop understanding of motor learning for personal health, health care, personal safety

to teach intellectual concepts through motor experiences
body in space, size orientation, body parts, rhythms
sensory training with body use

use motor action for emotional learning
release of emotional energy through actions
work through frustration and aggression

aesthetic learning
use of rhythm and action to express feelings through dance and rhythm
use of body for creative expression

Jane Schwertfeger
May 12, 1977

USE, SELECTION, AND EVALUATION OF SPACE, EQUIPMENT AND MATERIALS

How equipment is arranged and the manner in which materials are made available determine to a large extent how both the adults and the children in the classroom behave and what sort of program is offered.

A. Guidelines to follow when arranging equipment in a room.

1) Create distinct interest centers, using shelves and other pieces of equipment as boundaries. Include the following:

-art area
-housekeeping area
-block area
-science corner
-water and sand table
-quiet area with books and manipulative

Also include opportunities for cooking, carpentry, and music

Put tables within areas, instead of all together

2) Use equipment, carpets, dividers, etc. to guide children around activities instead of through them, and to minimize the amount of unproductive open space (that invites running, collisions,etc.)

3) Separate noisy and quiet areas.

4) Make sure adjacent areas are compatible.

5) The overall effect should be inviting and comfortable, with the children's art work displayed at their eye level.

B. Guidelines for selecting, using, and evaluating materials

1) Materials should be safe, durable, varied, and developmentally appropriate (such that they encourage the development of a child's emerging abilities).

2) Materials should be stored in the area where they are used, and labeled so the children can find them, use them, and put them away.

3) Materials should encourage exploration, problem-solving, social interaction, and the enhancement of self-esteem.

Compiled by Barbara Banet

Resources: PLANNING ENVIRONMENTS FOR YOUNG CHILDREN: PHYSICAL SPACE (NAEYC, 1969)
Materials from HIGH/SCOPE FOUNDATION, Ypsilanti, Michigan

Outline

Child Care Food Program

I. What does my organization do to obtain meal reimbursement in the child care food program?

A. Be public or non-profit, private and tax exampt under Section 501(c)(3) of the Internal Revenue Code of 1954, (or have applied for the 501(c)(3) status; a Sponsoring Organization can participate in the Child Care Food Program for one calendar year based on Application).

B. Be licensed by the Michigan Department of Social Services

C. Make application to the Michigan Department of Education to participate. To obtain an application; write:

Mrs. Zoe P. Slagle, Consultant
Michigan Department of Education
Food and Nutrition Program
School Management Services
Post Office Box 30008
Lansing, Michigan 48909

D. Obtain family size and gross income information of enrolled children, so you may categorize your children by A, B or C according to their family size and income. This is necessary since meals are reimbursed by type (breakfast, lunch, supper or snack) and category (A,B, or C). Example: Reimbursement for lunch is:

A = .7700 plus 11 3/4¢ for cash
B = .6700 in lieu of commodities *
C = .1400

You need not do this if you claim only in Category C which is lowest rate of reimbursement.

E. Keep the following records:

1. Number of meals served to children by type and category; i.e. number of A breakfasts, B breakfasts, C breakfasts, etc.
2. Number of meals served by type to adults
3. Food Service Program Operating Income
4. Food Service Program Operation Costs
5. Daily attendance of children

F. Serve meals that meet the minimum U.S.D.A. requirements.

G. Operate a non-profit and well managed food service program

H. Provide training for all food service personnel

I. Submit monthly claims for reimbursement by the 15th of the succeeding month

J. Serve all children the same meals regardless of race, sex, color, religion or national origin and have no discrimination in the course of the food service

II. The Child Care Food Program is available to non-profit institutions providing day care services to non-residential children, 18 years of age and under.

Amounts as of 7/1/77

* These figures change every 6 months. Check with your state agency for up-to-date information.

See Kit, p. D-10

Outline Lindy Buch

Program Planning and Scheduling

I. Rationale for planning
   - A. For parents - know what happens
   - B. For staff - know what to do
   - C. For children - balance of activities

II. What is a Developmental Program?
   - A. Definition of program = selection of activities and pattern in which they are presented
   - B. Individual vs. group goals
   - C. Program philosophy
   - D. Program patterns
   - E. Adult styles

III. Activity settings
   - A. Essential activities
     1. Feeding
     2. Sleeping
     3. Clean-up, toileting, dressing
   - B. Program activities
     1. Free play
     2. Free choice
     3. Teacher-directed group activities
     4. Teacher-directed individual activities

IV. Finding time for planning and child discussions

V. Scheduling activities
   - A. Planning by developmental and curriculum areas, group and individual needs
   - B. Planning by themes, seasons, holidays
   - C. Recording individual progress
   - D. Flexibility; use of incidental learning
   - E. Planning by team

Source for information: Prescott, Jones, and Kritchevsky; Day Care as a Child-Rearing Environment; Washington, D.C.; National Association for the Education of Young Children, 1972.

Outline Ann Weinstein

Center Evaluation Outline

I. Philosophy of center evaluation - Why

- A. Comparison of systems of evaluation
  1. measuring "input" of variables we know to be important to quality child care
  2. observing and assessing development of children over a period of time

II. Areas to evaluate - What

- A. Staff
  1. informal and formal modes
  2. sample forms
  3. staff input
- B. Health and Support Services
- C. Parent Involvement and Education
- D. Site
  1. equipment and materials
  2. building occupancy
- E. Curriculum
- F. Staff relations and Personnel Policies
- G. Center Management Practices

III. Conducting the Evaluation - Who and When

IV. Recommended resources

- A. Stern and Cohen, Observing and Recording
- B. Ilse Mattick, Guidelines for Observation
- C. Metro. Chicago Council, Center Evaluation

Observing Developmental Characteristics of Young Children

I. Some Points from Piaget's Theory and Implications for Education

A. Where does knowledge come from: How do children learn?
1. through actions or physical and social environment
2. Dynamic process not end results
3. motivation for action comes from Spontaneous Research
4. Implications:
a. knowledge cannot be transferred from the teacher to the child on a verbal level. The child has to act to learn
b. teacher should set up a room with materials that have a wide variety of possibilities; also open ended situations
c. atmosphere which values exploration and experimentation
d. if motivation has to come from the spontaneous interest of the child, teacher will not impose an experience or demonstration on a child
e. importance of child deciding what he wants to learn

B. Stages
1. All children go through the same stages but not at the same pace
a. once a concept is learned or a level reached it is permanent
b. each stage is qualitatively different
2. Implications:
a. Right-Wrong. Child answers from his own point of view at his own stage.
b. His answer is important in the evolving process of learning. Often so-called wrong answers are intuitively getting at some important aspects of the learning situation
c. teacher is an active observer
d. questions, collaborates, challenges

C. Areas of Knowledge
1. Social knowledge: labels, manners
2. Physical knowledge: about physical world such as -- will this fall if I drop it?

Piaget on goal of education:

"The principal goal of education is to create men who are capable of doing new things, not simply of repeating what other generations have done..."

II. Factors to observe in cognitive functioning - give examples from classroom experiences throughout

A. Classification
1. sorting
2. same and different
3. labelling different attributes of objects
4. using several different attributes to describe

B. Seriation
1. comparison of two things along the same dimension
a. size: big-little; short-tall; large-small
b. quantity: few-many; more-less
c. quality: visual (bright-dark); auditory (loud-soft);
2. arranging several things in order along the same dimension

C. Temporal
1. describing past events in words or pictures
2. anticipating future events
3. describing order of events
a) earlier; b) later; c) awhile ago; d) just now; e) now; f) then; g) one more time; h) again; i) when; j) until; k) week-end; l) snack-time; m) clean-up time
4. observing conventions for marking time
a) morning; b) afternoon; c) evening; d) yesterday; e) tomorrow; f) today; g) hour; h) week; i) week-end; j) snack-time; k) clean-up time
5. demonstrate an understanding of cause and effect (if-then)

D. Space
1. putting together and taking apart
2. describing positions of things in relation to each other
3. describing or responding to the direction of movement
a) to; b) from; c) into; d) out of; e) toward; f) away from

E. Number
1. demonstrate understanding of quantity (without using actual numbers
2. counting by rote
3. specifying number of objects
4. matching number of objects to a number

F. Sample forms for observation of all above behaviors (see Kit of Materials)

III. Handouts

A. Sequence for Teaching Concepts
B. Illustration of the Development of Concepts Relevant to the Preschool Child
C. Observing Adult Language (in classroom interactions)
1. sample exercise
D. Samples of Michigan Cognitive Objectives for Preprimary Students
E. Verbal Communication
F. Observation: Play

Outline

Understanding and Guiding Children's Behavior

I. Presentation on psychodynamic approach to emotional development in young children with examples related to day care centers

- A. Factors in development
  1. parental attitudes
  2. genetics
  3. circumstances of conception
  4. pregnancy experience
  5. birth experience
- B. Milestones of emotional development
  1. bonding
  2. frustration
  3. fears of separation or abandonment
  4. toilet training issues
  5. struggle for independence
  6. sexual identity
  7. latency period
- C. Timing of traumatic events in early childhood
  1. divorce
  2. accidents during concerns for body

II. Day Care Issues

- A. Extended family
- B. Staff attitudes toward life and child
- C. "Fits" in terms of programming and individual relationships
- D. Implications for curriculum in pre-school
  1. dramatic play
  2. handling aggression
- E. Discussions of behavior problems as indicated by participants
  1. focus on understanding dynamics of problems
  2. methods of handling behaviors in centers based on understanding of problems

Taken from the presentation by Elinor Rosenberg.

Roster

1976-1977

MOBILE TRAINING FOR DIRECTORS OF DAY CARE CENTERS

Workshop Site:_____ Page____ of____

NAME HOME ADDRESS	POSITION	ORGANIZATION NAME BUSINESS ADDRESS	ATTENDANCE					
			W I		W II		W III	

_____ Instructional Staff
(site)

Name	Fee	Expenses	OK	Confirm. letter	Reminder	Thank You	Special Items

Sample Agenda for Pre-planning Meeting

Tuesday, February 15, 1977
10:30am.

Win Shulers Restaurant
Marshall, Michigan

Committee Members:

Ms. Ann Cain, Department of Social Services
Mr. Jeff Callard, Department of Social Services
Mr. Bob Cole
Ms. Laura Cox
Ms. Shirley Davis
Ms. Claudia Dotson
Ms. Sue Grossman, Kalamazoo
Ms. Janet Kocher, 4C's
Ms. Joan Lobenthal, Department of Social Services
Mr. David Lowe, Department of Social Services
Ms. Janine Stephenson, MAACA
Ms. Louise Thompson, Department of Social Services
Mr. Philip Camillo, Department of Social Services

Project Staff:

Ms. Pearl Axelrod
Ms. Lindy Buch
Ms. Ann Weinstein

Agenda:

A. Description of Project development including goals and objectives.

B. Review of kit materials, brochure and syllabus.

C. Pre-planning for Kalamazoo Workshop
   1. Technical Arrangements
      a. Location

      b. Staff and participant accommodations

      c. Inexpensive meals

      d. Audio-visual equipment

      e. Workshop hours

      f. Car pools

Agenda Sample Pre-planning

2. Publicity
   a. Local groups

   b. Lists of full-day center

3. Suggestions for Instructional Staff

4. Consultant participation

5. Additional topics

Checklist for "The Week Before" a Workshop

	Done	Typed	Packed
1. Syllabus			
2. Pre and post evaluation forms			
3. Attendance sheets			
4. Registration cards updated			
5. AV equipment arranged			
6. Lunch and room accommodations reconfirmed			
7. Travel and motel arrangements finalized; maps packed			
8. Travel reimbursement and expense forms arranged			
9. Instructors reminded: A. names			
B.			
C.			
D.			
E.			
10. Boxes packed:			
A. Kit of Materials			
B. Extra handouts			
C. Free materials			
D. Displays			
E. Registration materials			
F. Pencils, tape, markers, etc.			
G. Name tags			
H. Signs			

This Project is funded by the Department of Health Education and Welfare, Social and Rehabilitation Service under a Section 426 grant.

Project Staff
Project Director - Pearl G. Axelrod
Assistant Director - Ann G. Weinstein
Program Assistant - Esther R. Buch

Advisory Committee
The University of Michigan
Phyllis Blumenfeld
Sally Brown
Karl Grube
Jane Schwertfeger
Curtis Van Voorhees

Michigan Department of Social Services
Harold Gazan
Carol Terry
Horst Orth

THE UNIVERSITY OF MICHIGAN
SCHOOL OF EDUCATION
PRESENTS

MOBILE TRAINING FOR DIRECTORS OF DAY CARE CENTERS

GAYLORD, FLINT, ANN ARBOR, KALAMAZOO, GRAND RAPIDS

The University of Michigan, School of Education is bringing a series of 3 workshops to directors of full day care centers in each of 5 different areas of the State. University of Michigan faculty will combine with talented practitioners to make presentations on the most common areas of concern in the administration of day care centers: business management and finance, personnel, and programming. There will be opportunities for discussion and practical application by participants. Department of Social Services personnel will be invited to participate.

The workshops take place on Friday and Saturday and participants are encouraged to stay overnight at workshop sites whenever possible. Workshops are free, but will be limited in size. Preference will be given to those persons who sign up for all three workshops.

As a part of the workshop, each participant will receive a kit of materials.

Workshop I
Business Management

In this workshop, we will cover such topics as budgeting and accounting, purchasing and funding. In addition, different approaches to organization and decision making will be described. Health and safety practices will be considered.

Workshop II
Personnel

The purpose of this workshop is to assist directors in dealing with their staffs. Such matters as achievement motivation, conflict resolution, staff-parent relationships and written personnel policies will be presented for discussion.

Workshop III
Program

We will look at the development of the young child and the process of making the total child care experience an educational one. Attention will be given to understanding and guiding behavior and methods of evaluating program.

MOBILE TRAINING FOR DIRECTORS OF DAY CARE CENTERS

Information about Workshops

Time Schedule

DATES: Workshop I — Business Management - Friday and Saturday, January 7 and 8, 1977.

Workshop II — Personnel - Friday and Saturday, January 21-22, 1977.

Workshop III — Programming - Friday and Saturday, February 4-5, 1977.

PLACE: The University of Michigan - Flint; Mott Memorial Building; 1321 E. Court Street; Flint, Michigan

REGISTRATION: 9:00-9:30am

WORKSHOP HOURS: Fridays: 9:00am-5:30pm (8:00-9:30pm, optional evening session)

Saturdays: 9:00am-5:30pm.

Workshops will include presentations, small group discussions, group experiences, individual consultation with leaders, slides, films, and film strips. There will be ample opportunity for directors to talk with each other. Relevant materials will be given to participants at each session. These materials will be organized so that eventually they will comprise a useful resource kit. The Friday evening session is optional and persons needing to return home at night may skip this.

Each participant who cmpletes a workshop will receive continuing education units recorded at the University, one unit for each 10 hours. If someone wishes academic credit, undergraduate or graduate, they may pay tuition and receive 2 credit hours. The cost is $80 for undergraduates and $88 for graduates - Course B420.

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Accomodations in Flint

Meetings - Meetings will be held on the campus of The University of Michigan - Flint at The Mott Memorial Building, 1321 E. Court Street.

Lodging - Project Staff will be staying at Howard Johnson's Motor Lodge, 3129 Miller Rd, Junction I-75 and M-78 (Miller Road Exit), (313) 235-8567. Please make your own arrangements for lodging if you plan to spend the night in Flint.

Meals - Fridays - We will have a luncheon speaker in the Genessee Room at Mott Community College Food Services, which is within walking distance. Each person will go through the cafeteria line and then join our group in the Gennessee Room.

Saturdays - Saturday lunches will be on your own. There are many facilities within walking distance.

Transportation - Department of Social Services Licensing Consultants are helping to arrange car pools from various locations. If you are interested, please indicate on the registration form and we will relay that information to the consultant in your area.

Parking - Use the parking ramp off E. Court Street (free), behind the building.

The University of Michigan-FLINT

COURSE SCHEDULE - WINTER SEMESTER

1977

PHONE — 767-4000

KEY:

1-7 C.S. Mott Community College Buildings
8. Mott Library
9. Campus Area Parking Ramp
10. Campus Area Parking Ramp
11. Dort Music Center
12. Sloan Panorama of Transportation
13. Sarvis Food Center
14. Whiting Auditorium
15. Flint Public Library
16. DeWaters Art Center
17. Flint Institute of Arts
18. Longway Planetarium
19. Bower Theatre
20. UM-F Mott Memorial Bldg.
21. UM-F Court Street Site
22. Lapeer Annex
23. UM-F Classroom-Office Building
24. Theatre
25. University Center (under construction)
26. Brooks Bldg.
27. Penfield Bldg.
28. UM-F Parking Ramp
29. UM-F Parking Ramp
30. UM-F Parking Lot
31. Central Heating and Cooling Plant
32. Hubbard Bldg.

PP — PUBLIC PARKING

UM-F BUILDINGS

UM-P — UM-F PARKING

MOBILE TRAINING FOR DIRECTORS OF DAY CARE CENTERS

Tentative Syllabus

Flint, Michigan

Workshop I
Business Management and Finance

(Bring your budget!)
Friday January 7, 1976.

9:00-9:30am	Orientation to Mobile Training Project	Buch, Weinstein
9:30-10:00	Being a Director	Weinstein
10:00-11:00	Functional Budgeting, Costs, Taxation, Profit/Non-profit Status	Grube, Miller
11:00-12:00	Options: A. Exercise in Functional Budgeting	Grube
	B. A Recording System for Purchasing	Miller
12:00-2:00pm	Lunch - Speaker: Nels Anderson, "Funding"	Anderson
2:00-2:30	Small Group Options:	
	A. Preventive Maintenance Exercise	Grube
	B. A Recording System for Purchasing (repeat)	Miller
	C. Finding Funds (continuation of luncheon discussion)	Anderson
	D. SSIS Payment System	Peters
3:30-3:45	Break	
3:45-5:30	Options: A. Food Subsidies	Slagle
	B. Nutrition - including film "Jenny Is a Good Thing"	Schorin
5:30-8:00pm	Dinner	
8:00-9:30	Optional Evening Program - "Books for Preschoolers", at Flint Public Library, 1026 E. Kearsley, Corner Crapo - Bring your staff members!	Muhvic, Keyworth

Saturday, January 8, 1977.

9:00-9:30am	Health Advocacy Training	Slide presentation
9:30-11:00	Health and Safety Issues in Day Care	Lewis and panel to be chosen.
11:00-12:00	Introduction to Accounting Systems	Herbert
12:00-1:30pm	Lunch - on your own	
1:30-3:00	Options: A. Accounting Exercise	Herbert
	B. Enlisting Community Support and Resources	4-Cs
3:30-3:45	Break	
3:45-4:00	The Consultant's View	Palmer
4:00-4:30	Small Groups: Meet Your Consultant	Lehman, Maybee, Norris, Palmer, Croft
4:30-5:00	The Director's Use of Time	Buch
5:00-5:30pm	Evaluation	

Workshop II
Personnel and Parents

(Bring your center's policies)
Friday, January 21, 1977

9:00-9:30am	Opening Remarks for Personnel Sessions	Buch, Weinstein

9:30-12:00	Motivating Your Staff - A Group Experience Resolving Conflicts	To Be Chosen
12:00-1:30pm	Lunch: group conversations	
1:30-3:30	...Continuation of above	
3:30-3:45	Break	
3:45-4:15	Parent Involvement Issues: Research	Axelrod
4:15-5:30	Parent Involvement Issues: "How-to"	Williams
8:00-9:30pm	Optional Evening Session: To be determined	

Saturday, January 22, 1976.

9:00-10:15am	Formal Polity - Why	Weinstein
	Informal Policies	Mobeley
10:30-12:00	Options:	
	A. Staff Director Relationships: Supervision, Evaluation, In-Service Training	Mobeley
	B. Management Systems and Decision Making	Herbert, Buch
12:00-1:30pm	Lunch - on your own	
1:30-3:00	Options:	
	A. Staff Director Relationships: Supervision, Evaluation, In-Service Training	Mobeley
	B. Management Systems and Decision	Herbert, Buch
3:30-5:00	Options:	
	A. Workshop on Written Policies: Parents' Manual, Personnel Policies, Job Descriptions, Program Policies, Health Policies	Buch, Weinstein
	B. The C.D.A. (Child Development Associate)	Mobeley
5:00-5:30pm	Evaluation	

Workshop III
Program

Friday, February 4, 1977

9:00-9:30am	Orientation to Programming	Buch, Weinstein
9:30-12:00	Developmental Characteristics of Young Children; Observation Techniques	Blumenfeld
	What Do They Think?"	Film
	Children and Language - An Exercise	Blumenfeld
12:00-1:30pm	Lunch	
1:30-2:00	Programming a Development Learning Experience	Mead
2:15-3:45	Small Group Options:	
	A. Scheduling and Planning a Developmental Program	Buch
	B. Use of Space, Equipment, and Materials	Blamer
	C. Conversation with Dr. Meredith Mead	Mead
4:00-5:30	Child Abuse	Wolosuk
5:30-8:00pm	Dinner	
8:00-9:30	Optional Evening Program: Film Festival	

Saturday, February 5, 1977.

9:00-12:00am	Guiding Children's Behavior	Lake
12:00-1:30pm	Lunch-on your own	
1:30-3:15	Options:	
	A. Record Keeping and Assessment of Children	To Be Chosen
	B. Evaluating Your Program	Buch, Weinstein
3:30-5:00	Options:	
	A. Record Keeping and Assessment of Children	To Be Chosen
	B. Evaluating Your Program	Buch, Weinstein
5:00-5:30	Evaluation	

Workshop Instructors

Nels Anderson, M.A. - Director, Saginaw County Child Development Centers, Inc., Saginaw.

Pearl Axelrod - ACSW, Project Director, Special Assistant to the Dean, School of Education, The University of Michigan - Ann Arbor.

Bunice Blamer - The University of Michigan,- Flint.

Phyllis Blumenfeld, Ph.D. - Assistant Professor, School of Education, The University of Michigan,- Ann Arbor.

(Esther) Lindy Buch, M.S. - Program Assistant, School of Education, The University of Michigan - Ann Arbor.

Karl Grube, Ph.D. - Adjunct Lecturer, Program in Administration and Supervision, School of Education, The University of Michigan - Ann Arbor.

Norman Herbert - Manager, Mortgages, Real Estate and Investments, Investments Office, The University of Michigan, and Chairperson, Board of Directors, Community Day Care and Preschool Center, Ann Arbor.

Gertrude Keyworth - Children's Librarian, Flint Public Library

Susan Lake, M.A. - Parent Rediness Education Project (PREP), Livonia, and Washtenaw County Community Mental Health.

Vivian Lewis, M.D. - Pediatrician, Flint, Michigan.

Meredith Mead, Ph.D. - Mott Community College, Flint.

Jackie Miller, M.A. - Director, The Discovery Center, Ann Arbor.

Cecilia Mobeley, M.A. - Director, Merrill-Palmer Day Care Center, Detroit.

Alice Muhvic - Children's Librarian, Flint Public Library

Carlton Peters - Michigan Department of Social Services, Lansing.

Marilyn Schorin - Ingham County Office of Nutrition, Lansing.

Zoe Slagle, M.A. - Consultant, Food and Nutrition Program, Michigan Department of Education, Lansing.

Ann Weinstein, M.A.T. - Assistant Project Director, School of Education, The University of Michigan - Ann Arbor.

Elaine Williams, M.A. - Senior Lecturer, Continuing Education, Michigan State University, East Lansing.

Wanda Nicholas Wolosuk - Child Abuse Program, Hurley Medical Center, Flint.

Advisor - Participants

Charlotte Maybee, Supervisor
Barbara Lehman
O'Quenda Norris
Harriet Palmer
Ann Croft

} Licensing Consultants, Department of Social Services.